Supplementary document 1. Some photographs of the research



General explanation of the research





Application of augmented reality in class





Students completing the questionnaire

Supplementary document 2. Questionnaire PEURA-E





SIXTH GRADE PRIMARY EDUCATION STUDENTS' PERCEPTION OF THE USEFULNESS OF AUGMENTED REALITY (PEURA-E)¹

PRESENTATION

My name is Alejandro López García. I am a Primary School teacher and hold a degree in Psychopedagogy. I am currently working at the University of Murcia in the Department of Mathematics and Social Sciences Didactics. We are carrying out a research and I would, therefore, like to ask you to collaborate by answering the questions in this questionnaire.

AIM OF THE QUESTIONNAIRE

This questionnaire seeks to obtain information about the usefulness of Augmented Reality (AR) for teachers' teaching, students' learning and in addressing the curriculum contents in the main areas of Primary Education.

CONSIDERATIONS WHEN COMPLETING THE QUESTIONNAIRE

- Each item indicates how the question should be answered: marking with an X or circling the option that fits your opinion. Remember that you should only choose one option.
- You can spend as long as you need to complete the questionnaire.
- Try to be as sincere as possible in your answers.
- The data collected is confidential and anonymous, and will only be used for the research.
- You are entitled to ask for a copy of the results of this study.

THANK YOU FOR YOUR COLLABORATION!

¹Final version of the questionnaire after incorporating modifications recommended by experts. This tool is adapted to the age and level maturity of the students. In the original work the extension of some items has been simplified for the sake of space.

NAME OF CENTER: _	
-------------------	--

Put an X in the appropriate box Sex: 2. Male Female Please circle the appropriate response using one of these options. There is an example. 1: Strongly disagree 2: Disagree 3: Neither disagree nor agree 4: Agree 5: Strongly agree Example: 1 2 (3) 4 5 Items Responses AR allows teaching to happen via discovery. 2 1 4 5 3 AR can be another way for the teacher to teach 1 2 3 4 5 knowledge as well as using books and note taking Teachers can teach better if they also use AR 1 2 3 4 5 in the classroom 4. AR can be used by teachers to build 2 3 4 5 knowledge adapted to each area 5. AR can improve my attention in class 1 2 3 4 5 6. AR can increase my motivation in class 1 2 3 4 5 Working with AR helps me to understand 7. 1 2 4 5 3 contents better Activities with AR encourages me to 1 2 3 4 5 participate more in class Good AR use helps me to collaborate with my 1 2 3 4 5 classmates 10. AR can improve the quality of my learning 1 2 3 4 5 and studying AR in Spanish Language and Literature Please circle the appropriate response using one of these options. There is an example. 1: Strongly disagree 2: Disagree 3: Neither disagree nor agree 4: Agree 5: Strongly agree Example: $1 \ 2(3)45$

Responses

Items

11.	The AR activity has enabled me to distinguish between descriptive, argumentative, narrative, instructive and literary texts as reading material	1	2	3	4	5
12.	The AR activity included access to a wealth of texts to foster reading habits and comprehension, as well as activities for its evaluation	1	2	3	4	5
13.	The AR video has shown me another way to look at reading, based on journalistic and advertising texts	1	2	3	4	5
14.	The AR activity has enabled me to distinguish between information, opinion and advertising concepts in journalistic and advertising texts	1	2	3	4	5
15.	The proposal has given me access to reading comprehension strategies for texts, e.g., dictionary use	1	2	3	4	5
16.	Using AR to learn these types of curricular contents seems useful to me	1	2	3	4	5
	AR in First Foreign	Langu	ıage			
Plea	ase circle the appropriate response using one o	of these	e options	. There i	s an exan	ıple.
1: S	trongly disagree 2: Disagree 3: Neither disagree	e nor a	gree 4: A	gree 5: S	trongly ag	ree
	Example: 1 2	3)4 5				

	Items		R	esponses		
17.	The AR activity has allowed me to work on the subject of peace and solidarity in the world	1	2	3	4	5
18.	The AR video shows simple narratives in the present and future to work on understanding	1	2	3	4	5
19.	The activity included quick strategies for understanding texts, e.g., the AR translator	1	2	3	4	5
20.	The strip of images enabled me to use AR to work on nouns, pronouns, articles and demonstratives as area contents	1	2	3	4	5
21.	The AR practical proposal included a blog to work with the subject through assessment activities	1	2	3	4	5
22.	Using AR to learn these types of curricular contents seems useful to me	1	2	3	4	5

AR in Social Sciences

Please circle the appropriate response using one of these options. There is an example.

1: Strongly disagree 2: Disagree 3: Neither disagree nor agree 4: Agree 5: Strongly agree

Example: 1 2 3 4 5

	Items		Res	ponses		
23.	The AR activity enabled me to discover some of Spain's cultural heritage monuments	1	2	3	4	5
24.	From what I saw in the video, Europe seems to be a continent with many resources	1	2	3	4	5
25.	The AR activity has helped me to understand the European Union and its main aims and values	1	2	3	4	5
26.	The AR activity has helped me to learn the EU member countries and their capitals	1	2	3	4	5
27.	The strip of images in AR showed information about EU institutions, government bodies and symbols in a more enjoyable way	1	2	3	4	5
28.	Using AR to learn these types of curricular contents seems useful to me	1	2	3	4	5

AR in Natural Sciences

Please circle the appropriate response using one of these options. There is an example.

1: Strongly disagree 2: Disagree 3: Neither disagree nor agree 4: Agree 5: Strongly agree Example: 1 2 3 4 5

	Items		Res	ponses		
29.	The AR activity taught me about drugs and their main negative effects for health	1	2	3	4	5
30.	The AR video has dealt with decision making related to consequences of acting good or bad.	1	2	3	4	5
31.	The strip of images helped me to learn of the importance of raising awareness about alcohol, tobacco and drugs and preventing their consumption	1	2	3	4	5
32.	This AR activity showed me responsible behaviors regarding healthy life practices, diet and proper functioning of the body	1	2	3	4	5
33.	The AR session did not address concepts or give an explanation of harmful effects or decision making	1	2	3	4	5
34.	Using AR to learn these types of curricular contents seems useful to me	1	2	3	4	5

AR in Mathematics

Please circle the appropriate response using one of these options. There is an example.

1: Strongly disagree 2: Disagree 3: Neither disagree nor agree 4: Agree 5: Strongly agree Example: $1 \ 2 \ 3 \ 4 \ 5$

	Items		Res	ponses		
35.	This AR activity has enabled me to learn about or revise fractions and their terms	1	2	3	4	5
36.	The AR video showed me graphical representations of fractions which were easy to read and understand	1	2	3	4	5
37.	It has been explained to me, using the AR activity, how to order simple fractions, calculate the fraction of a number and work with equivalent fractions	1	2	3	4	5
38.	The AR activity has enabled me to access a variety of contents related to fractions and also some self-assessment exercises	1	2	3	4	5
39.	The AR session did not address concepts or give an explanation of fractions	1	2	3	4	5
40.	Using AR to learn these types of curricular contents seems useful to me	1	2	3	4	5

Observations:				
		·	·	·

Supplementary document 3. Scale for experts to evaluate content

EVALUATION SCALE ²

Presentation of the Questionnaire:				
1. The aim of the research is stated	1	2	3	4
2. The authorship of the research is stated	1	2	3	4
3. The target participant is requested to collaborate	1	2	3	4
4. The importance of the research is explained	1	2	3	4
5. The target participant is encouraged to collaborate	1	2	3	4
6. The target participant is thanked for their collaboration	1	2	3	4
7. Anonymity and confidentiality are guaranteed	1	2	3	4

Instructions in the Questionnaire:				
8. The instructions are clear and concise	1	2	3	4
9. The target participant is requested to be respond sincerely	1	2	3	4
10. The target participant is encouraged to ask for help when in doubt	1	2	3	4

Overall Structure and Design of the Questionnaire:				
11. The number of questions is NOT excessive	1	2	3	4
12. The questions are straightforward to answer	1	2	3	4
13. The order of the questions is appropriate	1	2	3	4
14. The questionnaire is internally coherent	1	2	3	4
15. The questions are relevant to the aim of the research	1	2	3	4
16. The questionnaire clearly reflects the research variables	1	2	3	4
17. The variables are clearly coded	1	2	3	4
18. A blank space is included in the questionnaire for respondents to make any observations or clarifications they consider appropriate	1	2	3	4
19. The identification data are appropriate (sex, level of education)	1	2	3	4
20. The idenitification data appear in the most suitable position	1	2	3	4

Next we would ask you to rate two aspects of each of the questions in the questionnaire (enumerated in the central column):

- On the left, the **Appropriateness of the wording** used, given the characteristics of the target population.
- On the right, the **Appropriateness of the response options**; i.e., the appropriate number of options, their relevance to the question and the representativeness of the variability of the options.

²The creator of this scale is Professor Francisca José Serrano Pastor (2008), from the Department of Methods of Research and Diagnosis in Education of the University of Murcia (Spain). E-mail: fiserran@um.es.

App	propriatenes	ss of the wor	rding	Question	Appropr	iateness of t	the response	e options
4	3	2	1	1	1	2	3	4
4	3	2	1	2	1	2	3	4
4	3	2	1	3	1	2	3	4
4	3	2	1	4	1	2	3	4
4	3	2	1	5	1	2	3	4
4	3	2	1	6	1	2	3	4
4	3	2	1	7	1	2	3	4
4	3	2	1	8	1	2	3	4
4	3	2	1	9	1	2	3	4
4	3	2	1	10	1	2	3	4
4	3	2	1	11	1	2	3	4
4	3	2	1	12	1	2	3	4
4	3	2	1	13	1	2	3	4
4	3	2	1	14	1	2	3	4
4	3	2	1	15	1	2	3	4

Lastly, we would ask you to do an **Overall Evaluation of the Appropriateness** of the three aspects of the questionnaire listed below:

21. The research problem	1	2	3	4
22. The methodological aspects of its design	1	2	3	4
23. The characteristics of the target participants	1	2	3	4

ANY FURTHER OBSERVATIONS, CLARIFICATIONS AND EVALUATIONS:

THANK YOU FOR YOUR COLLABORATION!

Supplementary document 4. Evaluation of the contents by experts

	Dimensions per blocks	Mean
Presei	ntation of the Questionnaire:	
1.	The aim of the research is stated	4.00
2.	The authorship of the research is stated	4.00
3.	The target participant is requested to collaborate	3.67
4.	The importance of the research is explained	4.00
5.	The target participant is encouraged to collaborate	3,33
6.	The target participant is thanked for their collaboration	3.33
7.	Anonymity and confidentiality are guaranteed	3.67
, -	Total	3.71
nstru	ctions in the Questionnaire	31 , 1
8.	These are clear and concise	3.00
9.	The target participant is requested to be respond sincerely	3.33
10.	The target participant is requested to be respond smeetery The target participant is encouraged to ask for help when in doubt	3.33
10.	Total	3.22
		3.22
)vera	Il Structure and Design of the Questionnaire:	
11.	The number of questions is NOT excessive	3.33
12.	The questions are straightforward to answer	3.33
13.	The order of the questions is appropriate	3.33
14.	The questionnaire is in internally coherent	3.33
15.	The questions are relevant to the aim of the research	3.67
16.	The questionnaire clearly reflects the research variables	3.67
17.	The variables are clearly coded	3.33
18.	A blank space is included in the questionnaire for respondents to make any observations or clarifications they consider appropriate	4.00
19.	The identification data are appropriate (sex, level of education)	4.00
20.	The idenitfication data appear in the most suitable position	3.67
	Total	3.57
Appro	priateness of the wording	
Items		
1.	AR allows teaching to happen via discovery	4.00
2.	AR can be another way for the teacher to teach knowledge as well as using books and note taking	4.00
3.	Teachers can teach better if they also use AR in the classroom	4.00
4.	AR can be used by teachers to build knowledge adapted to each area	4.00
5.	AR can increase students' attention	4.00
6.	AR can increase students' motivation	4.00
7.	AR helps students to understand the contents better	4.00
8. 9.	Activities using AR encourage students to participate more in class AR can help students to work in collaboration	4.00
9. 10.	AR can improve the quality of students' learning and studying	4.00 4.00
11.	The AR activity has enabled me to distinguish between descriptive, argumentative, narrative, instructive and literary texts as reading material	4.00
12.	The AR activity included access to a wealth of texts to foster reading habits and comprehension, as well as activities for its evaluation	4.00
13.	The AR video has shown me another way to look at reading, based on journalistic and advertising texts	4.00
14.	The AR activity has enabled me to distinguish between information, opinion and advertising concepts in journalistic and advertising texts	4.00

15.	The proposal has given me access to reading comprehension strategies for texts, e.g., dictionary use	3.67
16	Using AR to learn these types of curricular contents seems useful to me	4.00
	The AR activity has allowed me to work on the subject of peace and solidarity in	
	the world	4.00
18.	The AR video shows simple narratives in the present and future to work on	3.67
	understanding	3.07
19.	The activity included quick strategies for understanding texts, e.g., the AR	4.00
	translator	4.00
20.	The strip of images enabled me to use AR to work on nouns, pronouns, articles	4.00
	and demonstratives as area contents	1.00
21.	The AR practical proposal included a blog to work with the subject through	4.00
22	assessment activities	
	Using AR to learn these types of curricular contents seems useful to me	4.00
23.	The AR activity enabled me to discover some of Spain's cultural heritage	3.67
24	monuments Enomy what I saw in the video Europe seems to be a continent with many	
<i>2</i> 4 .	From what I saw in the video, Europe seems to be a continent with many resources	4.00
25	The AR activity has helped me to understand the European Union and its main	
23.	aims and values	3.67
26	The AR activity has helped me to learn the EU member countries and their	
20.	capitals	4.00
27.	The strip of images in AR showed information about EU institutions, government	4.00
	bodies and symbols in a more enjoyable way	4.00
28.	Using AR to learn these types of curricular contents seems useful to me	4.00
	The AR activity taught me about drugs and their main negative effects for health	4.00
30.	The AR video has dealt with decision making related to consequences of acting	4.00
	good or bad	4.00
31.	The strip of images helped me to learn of the importance of raising awareness	4.00
	about alcohol, tobacco and drugs and preventing their consumption	4.00
32.		4.00
	practices, diet and proper functioning of the body	
33.	The AR session did not address concepts or give an explanation of harmful	4.00
2.4	effects or decision making	
	Using AR to learn these types of curricular contents seems useful to me	4.00
	This AR activity has enabled me to learn about or revise fractions and their terms	4.00
36.	The AR video showed me graphical representations of fractions which were easy to read and understand	3.67
37	It has been explained to me, using the AR activity, how to order simple fractions,	
57.	calculate the fraction of a number and work with equivalent fractions	4.00
38.	The AR activity has enabled me to access a variety of contents related to fractions	
50.	and also some self-assessment exercises	4.00
39.	The AR session did not address concepts or give an explanation of fractions	4.00
	Using AR to learn these types of curricular contents seems useful to me	4.00
	Total	3.96
nnro	priateness of the response options	
	princeness of the response options	
tems		
1.	AR allows teaching to happen via discovery	4.00
2.	AR can be another way for the teacher to teach knowledge as well as using books	4.00
2	and note taking	
3.	Teachers can teach better if they also use AR in the classroom	4.00
4. 5.	AR can be used by teachers to build knowledge adapted to each area AR can increase students' attention	4.00 4.00
5. 6.	AR can increase students' attention AR can increase students' motivation	4.00
0. 7.	AR can increase students motivation AR helps students to understand the contents better	4.00
8.	Activities using AR encourage students to participate more in class	4.00
9.	AR can help students to work in collaboration	4.00
10.	AR can improve the quality of students' learning and studying	4.00

11.	The AR activity has enabled me to distinguish between descriptive,	4.00
	argumentative, narrative, instructive and literary texts as reading material	1.00
12.	The AR activity included access to a wealth of texts to foster reading habits and comprehension, as well as activities for its evaluation	4.00
13.	The AR video has shown me another way to look at reading, based on journalistic	
13.	and advertising texts	4.00
14.	The AR activity has enabled me to distinguish between information, opinion and	
17.	advertising concepts in journalistic and advertising texts	4.00
15.	The proposal has given me access to reading comprehension strategies for texts,	
15.	e.g., dictionary use	4.00
16.	Using AR to learn these types of curricular contents seems useful to me	4.00
17.	The AR activity has allowed me to work on the subject of peace and solidarity in	4.00
	the world	4.00
18.	The AR video shows simple narratives in the present and future to work on	4.00
	understanding	4.00
19.	The activity included quick strategies for understanding texts, e.g., the AR	4.00
20	translator	
20.	The strip of images enabled me to use AR to work on nouns, pronouns, articles	4.00
21	and demonstratives as area contents	
21.	The AR practical proposal included a blog to work with the subject through	4.00
22	assessment activities Using A.P. to learn these types of curricular contents seems useful to me	4.00
	Using AR to learn these types of curricular contents seems useful to me The AR activity enabled me to discover some of Spain's cultural heritage	4.00
23.	monuments	4.00
24	From what I saw in the video, Europe seems to be a continent with many	
۷٦٠.	resources	4.00
25	The AR activity has helped me to understand the European Union and its main	
25.	aims and values	4.00
26.	The AR activity has helped me to learn the EU member countries and their	
	capitals	4.00
27.	The strip of images in AR showed information about EU institutions, government	4.00
	bodies and symbols in a more enjoyable way	4.00
28.	Using AR to learn these types of curricular contents seems useful to me	4.00
29.	The AR activity taught me about drugs and their main negative effects for health	4.00
30.	The AR video has dealt with decision making related to consequences of acting	4.00
	good or bad	7.00
31.	The strip of images helped me to learn of the importance of raising awareness	4.00
	about alcohol, tobacco and drugs and preventing their consumption	1.00
32.	This AR activity showed me responsible behaviors regarding healthy life	4.00
2.2	practices, diet and proper functioning of the body	
33.	The AR session did not address concepts or give an explanation of harmful	4.00
2.4	effects or decision making	
	Using AR to learn these types of curricular contents seems useful to me	4.00
	This AR activity has enabled me to learn about or revise fractions and their terms	4.00
30.	The AR video showed me graphical representations of fractions which were easy	4.00
37.	to read and understand It has been explained to me, using the AR activity, how to order simple fractions	
5/.	It has been explained to me, using the AR activity, how to order simple fractions, calculate the fraction of a number and work with equivalent fractions	4.00
38.	The AR activity has enabled me to access a variety of contents related to fractions	
50.	and also some self-assessment exercises	4.00
39	The AR session did not address concepts or give an explanation of fractions	4.00
	Using AR to learn these types of curricular contents seems useful to me	4.00
10.	Total	4.00
)vera	Il Evaluation of the Appropriateness of the three aspects of the questionnaire	••••
	below:	
	The research problem	4.00
	The methodological aspects of its design	4.00
		3.67
	The characteristics of the target participants	3.07

Supplementary document 5. Evaluation of the usefulness of AR by students.

5.A. Evaluation of the usefulness of AR globally.

Overall	Total	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree	Md.	M	Sd.
Геасhing									
1. AR all	lows teaching	g to happen via dis	covery						
Frq.	106	3	3	8	29	63	5.00	4.38	.951
%	100	2.8	2.8	7.5	27.4	59.4	3.00	4.30	.931
AR car		vay for the teacher t							
Frq.	106	1 .9	0	9	31	65	5.00	4.50	.734
% 3 Teache	100 ers can teach b	.9 better if they also us	0 e AR in the classro	8.5	29.2	61.3			
Frq.	106	3	5	11	48	39			
%	100	2.8	4.7	10.4	45.3	36.8	4.00	4.08	.957
4. AR car	n be used by to	eachers to build kno	wledge adapted to	each area					
Frq.	106	2	1	13	38	52	4.00	4.29	.862
%	100	1.9	.9	12.3	35.8	49.1	1.00	1.25	.002
earning									
		dents' attention	_		2.0	40			
Frq.	106	5	2	12	39	48	4.00	4.16	1.025
% 5 ΔR car	100 n increase stud	4.7 dents' motivation	1.9	11.3	36.8	45.3			
o. AR cai Frq.	n increase stuc	4	6	8	30	58			
%	100	3.8	5.7	7.5	28.3	54.7	5.00	4.25	1.06
		understand the cor							
Frq.	106	4	8	13	38	43	4.00	4.02	1.08
%	100	3.8	7.5	12.3	35.8	40.6	4.00	4.02	1.00
		encourage students			42	20			
Frq. %	106 100	6 5.7	6 5.7	12 11.3	43 40.6	39 36.8	4.00	3.97	1.10
		s to work in collabo		11.5	40.0	30.8			
Frq.	106	0	4	20	42	40	4.00		0.42
%	100	0	3.8	18.9	39.6	37.7	4.00	4.11	.843
		quality of students'	learning and study						
Frq.	106	4	3	18	32	49	4.00	4.12	1.039
%	100	3.8	2.8	17.0	30.2	46.2			
Spanish Lan	nguage and Lit	terature							
11. The Al		enabled me to disti	nguish between des	criptive, argumenta	tive, narrativ	e, instructive	and literar	y texts a	s readi
	106			21	51	21			
		1	2						
Frq.		1 .9	2 1.9			31 29.2	4.00	4.03	.810
%	100	1 .9 uded access to a we	1.9	19.8	48.1	29.2			
%	100	.9 uded access to a we 0	1.9 alth of texts to foste 1	19.8 or reading habits and 11	48.1 comprehens 53	29.2 sion, as well as 41	s activities	s for its e	valuati
% 12. The Al Frq. %	100 R activity incl 106 100	.9 uded access to a we 0 0	1.9 alth of texts to foste 1 .9	19.8 or reading habits and 11 10.4	48.1 comprehens 53 50.0	29.2 sion, as well as 41 38.7			valuati
% 12. The Al Frq. % 13. The Al	100 R activity incl 106 100 R video has sh	.9 uded access to a we 0 0 nown me another wa	1.9 alth of texts to foste 1 .9 ay to look at reading	19.8 or reading habits and 11 10.4 g, based on journalis	48.1 comprehens 53 50.0 stic and adve	29.2 sion, as well as 41 38.7 ertising texts	s activities	s for its e	valuati
% 12. The Al Frq. % 13. The Al Frq.	100 R activity incl 106 100 R video has sh 106	.9 uded access to a we 0 0 nown me another wa	1.9 alth of texts to foste 1 .9 ay to look at reading	19.8 or reading habits and 11 10.4 g, based on journalis	48.1 comprehens 53 50.0 stic and adve 42	29.2 sion, as well as 41 38.7 ertising texts 48	s activities	s for its e	valuati .680
% 12. The Al Frq. % 13. The Al Frq. % 14. The Al	100 R activity incl 106 100 R video has sh 106 100	.9 uded access to a we 0 0 nown me another wa	1.9 alth of texts to foste 1 .9 ay to look at reading 2 1.9	19.8 or reading habits and 11 10.4 g, based on journalis 13 12.3	48.1 comprehens 53 50.0 stic and adve 42 39.6	29.2 sion, as well as 41 38.7 ertising texts 48 45.3	4.00 4.00	4.26 4.26	valuati .680 .820
% 12. The Al Frq. % 13. The Al Frq. % 14. The Al texts	100 R activity incl 106 100 R video has sh 106 100 R activity has	.9 uded access to a we 0 0 nown me another wa 1 .9 enabled me to disti	1.9 alth of texts to foste 1 .9 ay to look at reading 2 1.9 nguish between info	19.8 or reading habits and 11 10.4 g, based on journalis 12.3 ormation, opinion an	48.1 comprehens 53 50.0 stic and adve 42 39.6 nd advertisin	29.2 sion, as well as 41 38.7 ertising texts 48 45.3 ng concepts in	4.00 4.00	4.26 4.26	.680 .820
% 12. The Al Frq. % 13. The Al Frq. % 14. The Al texts Frq.	100 R activity incl 106 100 R video has sh 106 100 R activity has	.9 uded access to a we 0 0 nown me another wa 1 .9 enabled me to disti	1.9 alth of texts to foste 1 .9 ay to look at reading 2 1.9 nguish between info	19.8 or reading habits and 11 10.4 g, based on journalis 12.3 ormation, opinion at 21	48.1 d comprehens 53 50.0 stic and adve 42 39.6 nd advertisin	29.2 sion, as well as 41 38.7 ertising texts 48 45.3 ag concepts in 36	4.00 4.00	4.26 4.26	.680 .820 lvertisi
% 12. The Al Frq. % 13. The Al Frq. % 14. The Al texts Frq. %	100 R activity incl 106 100 R video has sh 106 100 R activity has	.9 uded access to a we 0 0 nown me another wa 1 .9 enabled me to disti	1.9 alth of texts to foste 1 .9 ay to look at reading 2 1.9 nguish between info	19.8 or reading habits and 11 10.4 g, based on journalis 12.3 ormation, opinion at 19.8	48.1 comprehens 53 50.0 stic and adver 42 39.6 and advertisin 42 39.6	29.2 sion, as well as 41 38.7 ertising texts 45.3 ang concepts in 36 34.0	4.00 4.00 journalist	4.26 4.26 4.26	.680 .820 lvertisi
% 12. The Al Frq. % 13. The Al Frq. % 14. The Al texts Frq. % 15. The pr	100 R activity incl 106 100 R video has sh 106 100 R activity has 106 100 oposal has giv	.9 uded access to a we 0 0 nown me another wa 1 .9 enabled me to disti 2 1.9 ven me access to rea	1.9 alth of texts to foste 1 .9 ay to look at reading 2 1.9 nguish between info 5 4.7 ading comprehension	19.8 or reading habits and 11 10.4 g, based on journalis 12.3 ormation, opinion an 21 19.8 n strategies for texts	48.1 comprehens 53 50.0 stic and adver 42 39.6 and advertisin 42 39.6 s, e.g., dictio	29.2 sion, as well as 41 38.7 ertising texts 48 45.3 ag concepts in 36 34.0 enary use	4.00 4.00 journalist	4.26 4.26 4.26	.680 .820 lvertisi
% 12. The Al Frq. % 13. The Al Frq. % 14. The Al texts Frq. % 15. The pr	100 R activity incl 106 100 R video has sh 106 100 R activity has 106 100 oposal has giv 106	.9 uded access to a we 0 0 nown me another wa 1 .9 enabled me to disti 2 1.9 ven me access to rea 3	1.9 alth of texts to foste 1 .9 ay to look at reading 2 1.9 nguish between info 5 4.7 ading comprehension 6	19.8 or reading habits and 11 10.4 g, based on journalis 12.3 ormation, opinion an 21 19.8 n strategies for texts	48.1 comprehens 53 50.0 stic and adver 42 39.6 and advertisin 42 39.6 s, e.g., dictio 41	29.2 sion, as well as 41 38.7 ertising texts 48 45.3 ag concepts in 36 34.0 enary use 44	4.00 4.00 journalist	4.26 4.26 4.26	.680 .820 dvertisii
% 12. The Al Frq. % 13. The Al Frq. % 14. The Al texts Frq. % 15. The pr	100 R activity incl 106 100 R video has sh 106 100 R activity has 106 100 oposal has giv 106 100	.9 uded access to a we 0 0 nown me another wa 1 .9 enabled me to disti 2 1.9 ven me access to rea 3 2.8	1.9 alth of texts to foste 1 .9 ay to look at reading 2 1.9 nguish between info 5 4.7 dding comprehension 6 5.7	19.8 or reading habits and 11 10.4 g, based on journalis 12.3 ormation, opinion an 21 19.8 n strategies for texts 12 11.3	48.1 comprehens 53 50.0 stic and adver 42 39.6 and advertisin 42 39.6 s, e.g., dictio	29.2 sion, as well as 41 38.7 ertising texts 48 45.3 ag concepts in 36 34.0 enary use	4.00 4.00 journalist	4.26 4.26 4.26 3.99	.680 .820 dvertisi .95
% 12. The Al Frq. % 13. The Al Frq. % 14. The Al texts Frq. % 15. The pr Frq. % 16. Using	100 R activity incl 106 100 R video has sh 106 100 R activity has 106 100 oposal has giv 106 100 AR to learn th	.9 uded access to a we 0 0 nown me another wa 1 .9 enabled me to disti 2 1.9 ven me access to rea 3 2.8 nese types of curricu	1.9 alth of texts to foste 1 9 ay to look at reading 2 1.9 nguish between info 4.7 dding comprehension 6 5.7 tlar contents seems	19.8 or reading habits and 11 10.4 g, based on journalis 12.3 ormation, opinion at 21 19.8 n strategies for texts 12 11.3 useful to me	48.1 comprehens 53 50.0 stic and adve 42 39.6 and advertisin 42 39.6 s, e.g., dictio 41 38.7	29.2 sion, as well as 41 38.7 ertising texts 48 45.3 ag concepts in 36 34.0 enary use 44 41.5	4.00 4.00 journalist	4.26 4.26 4.26 3.99	.680 .820 dvertisii
% 12. The Al Frq. % 13. The Al Frq. % 14. The Al texts Frq. % 15. The pr Frq. % 16. Using Frq.	100 R activity incl 106 100 R video has sh 106 100 R activity has 106 100 oposal has giv 106 100 AR to learn th 106	.9 uded access to a we 0 0 nown me another wa 1 .9 enabled me to disti 2 1.9 ven me access to rea 3 2.8 nese types of curricu 0	1.9 alth of texts to foste 1 .9 ay to look at reading 2 1.9 nguish between info 4.7 dding comprehension 6 5.7 alar contents seems 3	19.8 or reading habits and 11 10.4 g, based on journalis 12.3 ormation, opinion an 21 19.8 n strategies for texts 12 11.3 useful to me 11	48.1 comprehens 53 50.0 stic and adve 42 39.6 and advertisin 42 39.6 s, e.g., dictio 41 38.7	29.2 sion, as well as 41 38.7 ertising texts 48 45.3 ag concepts in 36 34.0 enary use 44 41.5 65	4.00 4.00 journalist	4.26 4.26 4.26 3.99	.680 .820 dvertisii .951
% 12. The Al Frq. % 13. The Al Frq. % 14. The Al texts Frq. % 15. The pr Frq. % 16. Using Frq. %	100 R activity incl 106 100 R video has sh 106 100 R activity has 106 100 oposal has giv 106 100 AR to learn th 106 100	.9 uded access to a we 0 0 nown me another wa 1 .9 enabled me to disti 2 1.9 ven me access to rea 3 2.8 nese types of curricu	1.9 alth of texts to foste 1 9 ay to look at reading 2 1.9 nguish between info 4.7 dding comprehension 6 5.7 tlar contents seems	19.8 or reading habits and 11 10.4 g, based on journalis 12.3 ormation, opinion at 21 19.8 n strategies for texts 12 11.3 useful to me	48.1 comprehens 53 50.0 stic and adve 42 39.6 and advertisin 42 39.6 s, e.g., dictio 41 38.7	29.2 sion, as well as 41 38.7 ertising texts 48 45.3 ag concepts in 36 34.0 enary use 44 41.5	4.00 4.00 journalist 4.00 4.00	4.26 4.26 4.26 icic and ac 3.99	.680 .820 dvertisi .95
% 12. The Al Frq. % 13. The Al Frq. % 14. The Al texts Frq. % 15. The pr Frq. % 16. Using Frq. % %	100 R activity incl 106 100 R video has sh 106 100 R activity has 106 100 oposal has giv 106 100 AR to learn th 100 an Language	.9 uded access to a we 0 0 nown me another wa 1 .9 enabled me to disti 2 1.9 ven me access to rea 3 2.8 nese types of curricu 0 0	1.9 alth of texts to foste 1 .9 ay to look at reading 2 1.9 nguish between info 4.7 dding comprehensio 6 5.7 tlar contents seems 3 2.8	19.8 or reading habits and 11 10.4 g, based on journalis 12.3 ormation, opinion as 21 19.8 n strategies for texts 12 11.3 useful to me 11 10.4	48.1 comprehens 53 50.0 stic and adver 42 39.6 and advertisin 42 39.6 s, e.g., dictio 41 38.7 27 25.5	29.2 sion, as well as 41 38.7 ertising texts 48 45.3 ag concepts in 36 34.0 enary use 44 41.5 65 61.3	4.00 4.00 journalist 4.00 4.00	4.26 4.26 4.26 icic and ac 3.99	.680 .820 dvertisii .95
% 12. The Al Frq. % 13. The Al Frq. % 14. The Al texts Frq. % 15. The pr Frq. % 16. Using Frq. % First Foreign 17. The Al	100 R activity incl 106 100 R video has sh 106 100 R activity has 106 100 oposal has giv 106 100 AR to learn th 106 100 n Language R activity has	.9 uded access to a we 0 0 nown me another wa 1 .9 enabled me to disti 2 1.9 ven me access to rea 3 2.8 nese types of curricu 0 0	1.9 alth of texts to foste 1 .9 ay to look at reading 2 1.9 nguish between info 5 4.7 dding comprehensio 6 5.7 alar contents seems 3 2.8	19.8 or reading habits and 11 10.4 g, based on journalis 12.3 ormation, opinion an 21 19.8 n strategies for texts 12 11.3 useful to me 11 10.4	48.1 comprehens 53 50.0 stic and advertisin 42 39.6 and advertisin 41 38.7 27 25.5 in the world	29.2 sion, as well as 41 38.7 ertising texts 48 45.3 ag concepts in 36 34.0 enary use 44 41.5 65 61.3	4.00 4.00 journalist 4.00 4.00	4.26 4.26 4.26 icic and ac 3.99	.680 .820 dvertisii .95
% 12. The Al Frq. % 13. The Al Frq. % 14. The Al texts Frq. % 15. The pr Frq. % 16. Using Frq. % First Foreign 17. The Al Frq.	100 R activity incl 106 100 R video has sh 106 100 R activity has 106 100 oposal has giv 106 100 AR to learn th 106 100 n Language R activity has	.9 uded access to a we 0 0 nown me another wa 1 .9 enabled me to disti 2 1.9 ven me access to rea 3 2.8 nese types of curricu 0 0	1.9 alth of texts to foste 1 .9 ay to look at reading 2 1.9 nguish between info 5 4.7 ading comprehension 6 5.7 altar contents seems 3 2.8	19.8 or reading habits and 11 10.4 10.4 g, based on journalis 12.3 ormation, opinion at 19.8 or strategies for texts 12 11.3 useful to me 11 10.4 opeace and solidarity 20	48.1 comprehens 53 50.0 stic and advertisin 42 39.6 st, e.g., dictio 41 38.7 27 25.5 in the world 39	29.2 sion, as well as 41 38.7 ertising texts 48 45.3 ag concepts in 36 34.0 enary use 44 41.5 65 61.3	4.00 4.00 journalist 4.00 4.00	4.26 4.26 4.26 icic and ac 3.99	.680 .820 dvertisii .951 1.00
% 12. The Al Frq. % 13. The Al Frq. % 14. The Al texts Frq. % 15. The pr Frq. % 16. Using Frq. % First Foreign 17. The Al Frq. %	100 R activity incl 106 100 R video has sh 106 100 R activity has 106 100 oposal has giv 106 100 AR to learn th 106 100 n Language R activity has	.9 uded access to a we 0 0 nown me another wa 1 .9 enabled me to disti 2 1.9 ven me access to rea 3 2.8 nese types of curricu 0 0 allowed me to work 2 1.9	1.9 alth of texts to foste 1 .9 ay to look at reading 2 1.9 nguish between info 4.7 dding comprehension 6 5.7 altar contents seems 3 2.8 c on the subject of p 4 3.8	19.8 or reading habits and 11 10.4 g, based on journalis 13 12.3 ormation, opinion an 21 19.8 n strategies for texts 12 11.3 useful to me 11 10.4 beace and solidarity 20 18.9	48.1 comprehens 53 50.0 stic and advertisin 42 39.6 and advertisin 41 38.7 27 25.5 in the world 39 36.8	29.2 sion, as well as 41 38.7 ertising texts 48 45.3 ag concepts in 36 34.0 enary use 44 41.5 65 61.3	4.00 4.00 journalist 4.00 4.00 5.00	4.26 4.26 4.26 itic and ac 3.99 4.10 4.45	.820
% 12. The Al Frq. % 13. The Al Frq. % 14. The Al texts Frq. % 15. The pr Frq. % 16. Using Frq. % First Foreign 17. The Al Frq. %	100 R activity incl 106 100 R video has sh 106 100 R activity has 106 100 oposal has giv 106 100 AR to learn th 106 100 n Language R activity has	.9 uded access to a we 0 0 nown me another wa 1 .9 enabled me to disti 2 1.9 ven me access to rea 3 2.8 nese types of curricu 0 0	1.9 alth of texts to foste 1 .9 ay to look at reading 2 1.9 nguish between info 4.7 dding comprehension 6 5.7 altar contents seems 3 2.8 c on the subject of p 4 3.8	19.8 or reading habits and 11 10.4 g, based on journalis 13 12.3 ormation, opinion an 21 19.8 n strategies for texts 12 11.3 useful to me 11 10.4 beace and solidarity 20 18.9	48.1 comprehens 53 50.0 stic and advertisin 42 39.6 and advertisin 41 38.7 27 25.5 in the world 39 36.8	29.2 sion, as well as 41 38.7 ertising texts 48 45.3 ag concepts in 36 34.0 enary use 44 41.5 65 61.3	4.00 4.00 journalist 4.00 4.00 5.00	4.26 4.26 4.26 itic and ac 3.99 4.10 4.45	.686 .826 dvertisii .95 1.00

10 Than	ativity in aludad	quials atratagias fo	on understanding touts	a a tha AD two	n alatan				
Frq.	106	quick strategies it	or understanding texts 2	s, e.g., the AR tra	37	56	7 00	4.20	7.51
%	100	0	1.9	10.4	34.9	52.8	5.00	4.39	.751
			AR to work on nouns,				ea content	S	
Frq.	106	5 4.7	5	23	32	41	4.00	3.93	1.106
% 21 The A	100 R practical pro		4.7 log to work with the s	21.7 subject through as	30.2 sessment activ	38.7			
Frq.	106	1	5	19	42	39	4.00	4.07	000
%	100	.9	4.7	17.9	39.6	36.8	4.00	4.07	.908
22. Using	AR to learn the	ese types of curricu	ılar contents seems u	seful to me					
Frq.	106	1	4	11	31	59	5.00	4.35	.884
%	100	.9	3.8	10.4	29.2	55.7			
Social Scie	nces								
	AR activity enab		some of Spain's cult 2	-	numents 26	75			
Frq. %	100	0	1.9	3 2.8	24.5	70.8	5.00	4.64	.635
			eems to be a continen			70.0			
Frq.	106	2	6	12	43	43	4.00	4.12	.953
%	100	1.9	5.7	11.3	40.6	40.6	4.00	4.12	.933
	AR activity has h	elped me to under	rstand the European U 1	Inion and its main	n aims and vali	ues 44			
Frq. %	100	1.9	.9	21.7	34.0	41.5	4.00	4.12	.912
			the EU member coun						
Frq.	106	3	4	12	37	50	4.00	4.20	.980
%	100	2.8	3.8	11.3	34.9	47.2			
	trip of images in	AR showed infor	mation about EU inst 8	itutions, governn 12	nent bodies and	d symbols in 49	a more er	ijoyable v	vay
Frq. %	100	.9	7.5	11.3	34.0	46.2	4.00	4.17	.971
			ular contents seems us		5	.0.2			
Frq.	106	2	4	11	28	61	5.00	4.34	.945
%	100	1.9	3.8	10.4	26.4	57.5	5.00	т.эт	.773
Natural Sci	iences								
		nt me about drugs	and their main negati			72			
Frq. %	106 100	.9	.9	14 13.2	17 16.0	73 68.9	5.00	4.51	.831
			naking related to cons						
Frq.	106	1	2	8	28	67	5.00	4.49	.796
%	100		1.9	7.5	26.4	63.2			
		elped me to learn	of the importance of i	raising awareness	about alcohol	, tobacco and	d drugs ar	d prevent	ting their
Frq.	mption 106	0	3	8	33	62			
%	100	Ö	2.8	7.5	31.1	58.5	5.00	4.45	.758
32. This A	AR activity show	ved me responsibl	e behaviors regarding	healthy life prac	tices, diet and	proper funct	ioning of	the body	
Frq.	106	0	1	9	35	61	5.00	4.47	.693
% 22 The A	100 D session did n	0 at addrass asmasm	.9 ta an airra an armlanat	8.5	33.0 faata an daaisis	57.5			
Frq.	106	92	ts or give an explanat 10	4	0	0			
%	100	86.8	9.4	3.8	ő	0	1.00	1.17	.467
34. Using	AR to learn the	ese types of curricu	ular contents seems us	seful to me					
Frq.	106	1	1	3	25	76	5.00	4.64	.679
%	100	.9	.9	2.8	23.6	71.7			
Mathamatic	os.								
Mathematic	C3								
35. This /	AR activity has	enabled me to lear	n about or revise frac	tions and their te	rms				
Frq.	106	2	2	11	32	59	5.00	1 26	996
%	100	1.9	1.9	10.4	30.2	55.7	5.00	4.36	.886
			resentations of fraction		-				
Frq. %	106 100	0	2 1.9	5 4.7	37 34.9	62 58.5	5.00	4.50	.680
			AR activity, how to o				of a num	er and w	ork with
	alent fractions	,	,,	pro muot	,		114111	"	
Frq.	106	4	2	8	39	53	4.50	4.27	.961
% 20 TL A	100	3.8	1.9	7.5	36.8	50.0			.701
38. The A	AR activity has e	nabled me to acce	ess a variety of conten	ts related to fract	ions and also s	ome self-ass 64	essment e	xercises	
ггq. %	100	0	2.8	6.6	30.2	60.4	5.00	4.48	.746
			ts or give an explanat			- ***			
Frq.	106	98	8	0	0	0	1.00	1.08	.265
% 40 H	100	92.5	7.5	0	0	0	1.00	2.00	.203
40. Usıng Frq.	AR to learn the	ese types of curricu	ular contents seems us	seful to me	29	65			
гіц. %	100	.9	3.8	6.6	27.4	61.3	5.00	4.44	.852
-									

*Frq.: Frequency; %: Percentage

5.B. Document Evaluation of the usefulness of AR according to sex.

Sex	Total		Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree	Md.	М	Sd.
Teaching										
1. AR a	ıllows te	aching to	happen via dis	covery						
Masc.	Frq. %	58 100	2 3.4	1 1.7	6 10.3	16 27.6	33 56.9	5.00	4.33	.980
Fem.	Frq.	48 100	1 2.1	2 4.2	2 4.2	13 27.1	30 62.5	5.00	4.44	.920
2. AR c					e as well as using b					
Masc.	Frq. %	58 100	0	0	6 10.3	19 32.8	33 56.9	5.00	4.47	.681
Fem.	Frq.	48 100	1 2.1	0	3 6.3	12 25.0	32	5.00	4.54	.798
3. Teac				e AR in the classr		23.0	66.7			
Masc.	Frq.	58	2	4	6	25	21	4.00	4.02	1.034
-	% Frq.	100 48	3.4 1	6.9 1	10.3 5	43.1 23	36.2 18	4.00	4.15	0.50
Fem.	%	100	2.1	2.1	10.4	47.9	37.5	4.00	4.17	.859
	an be us Frq.	ed by tead	chers to build kno 2	owledge adapted to 0	o each area 8	22	26			
Masc.	%	100	3.4	0	13.8	37.9	44.8	4.00	4.21	.932
Fem.	Frq.	48	0	1	5	16	26	5.00	4.40	.765
	%	100	0	2.1	10.4	33.3	54.2			
Learning										
5. AR c			nts' attention		0	10	22			
Masc.	Frq. %	58 100	4 6.9	1 1.7	9 15.5	12 20.7	32 55.2	5.00	4.16	1.182
Fem.	Frq.	48	1	1	3	27	16	4.00	4.17	.808
	%	100	2.1	2.1	6.3	56.3	33.3	4.00	4.17	.000
	an increa	ase studer 58	nts' motivation 4	5	5	12	32			
Masc.	%	100	6.9	8.6	8.6	20.7	55.2	5.00	4.09	1.274
Fem.	Frq. %	48 100	0	1 2.1	3 6.3	18 37.5	26 54.2	5.00	4.44	.712
7. AR h			nderstand the cor		0.5	37.3	34.2			
Masc.	Frq.	58	3	4	7	22	22	4.00	3.97	1.123
_	% Frq.	100 48	5.2 1	6.9 4	12.1 6	37.9 16	37.9 21			
Fem.	%	100	2.1	8.3	12.5	33.3	43.8	4.00	4.08	1.048
8. Activ		-	-	to participate mor		21	21			
Masc.	Frq. %	58 100	5 8.6	5 8.6	6 10.3	21 36.2	21 36.2	4.00	3.83	1.258
Fem.	Frq.	48	1	1	6	22	18	4.00	4.15	.875
	%	100	2.1	2.1	12.5	45.8	37.5	4.00	4.13	.075
	Frq.	58	o work in collabo	4	8	22	24	4.00	4.4	005
Masc.	%	100	0	6.9	13.8	37.9	41.4	4.00	4.14	.907
Fem.	Frq. %	48 100	0	0	12 25.0	20 41.7	16 33.3	4.00	4.08	.767
10. AR c				' learning and stud		41./	33.3			
Masc.	Frq.	58	2	3	9	16	28	4.00	4.12	1.077
	% Frq.	100 48	3.4 2	5.2 0	15.5 9	27.6 16	48.3 21			
Fem.	%	100	4.2	0	18.8	33.3	43.8	4.00	4.13	1.003
Spanish La	anguage	and Liter	ature							
11. The mate	rial	•			escriptive, argumer			e and lite	erary texts	as reading
Masc.	Frq. %	58 100	1 1.7	1 1.7	11 19.0	29 50.0	16 27.6	4.00	4.00	.838
	% Frq.	48	0	1.7	19.0	22	15	4.00	4.06	703
Fem.	%	100	0	2.1	20.8	45.8	31.3	4.00	4.06	.783
	AR activ Frq.	ity includ 58	ed access to a we	alth of texts to fos	ter reading habits a 3	and comprehe 30	ension, as well 24			
Masc.	гіц. %	100	0	1.7	5.2	51.7	41.4	4.00	4.33	.659
Fem.	Frq.	48	0	0	8	23	17	4.00	4.19	.704
	%	100	0	0	16.7	47.9	35.4		,	

13. The			n me another w	ay to look at reading				s		
Masc.	Frq. %	58 100	0	2 3.4	8 13.8	17 29.3	31 53.4	5.00	4.33	.846
Fem.	Frq.	48	1	0	5	25	17	4.00	4.19	.790
	%	100	2.1		10.4	52.1	35.4			
14. The texts		ty has ena	bled me to dist	inguish between infe	ormation, opinio	n and advertisi	ng concepts	ın journal	istic and a	dvertising
Masc.	Frq.	58	2	3	10	18	25	4.00	4.05	1.067
Masc.	%	100	3.4	5.2	17.2	31.0	43.1	4.00	4.03	1.007
Fem.	Frq. %	48 100	0	2 4.2	11 22.9	24 50.0	11 22.9	4.00	3.92	.794
15. The				ading comprehensio						
Masc.	Frq.	58	3	4	3	25	23	4.00	4.05	1.099
	% Frq.	100 48	5.2 0	6.9 2	5.2 9	43.1 16	39.7 21			
Fem.	%	100	0	4.2	18.8	33.3	43.8	4.00	4.17	.883
16. Usin	_			ular contents seems		12	26			
Masc.	Frq. %	58 100	0	3 5.2	6 10.3	13 22.4	36 62.1	5.00	4.41	.879
Fam	Frq.	48	0	0	5	14	29	5.00	4.50	.684
Fem.	%	100	0	0	10.4	29.2	60.4	3.00	4.30	.084
First Fore		C	wyed me to wor	k on the subject of p	pagga and solidar	ity in the worl	d			
	Frq.	58	2	3	14	19	20	4.00	2.00	1.054
Masc.	%	100	3.4	5.2	24.1	32.8	34.5	4.00	3.90	1.054
Fem.	Frq. %	48 100	0	1 2.1	6 12.5	20 41.7	21 43.8	4.00	4.27	.765
18. The				in the present and fu						
Masc.	Frq.	58	0	2	4	26	26	4.00	4.31	.754
1114501	% Frq.	100 48	0	3.4	6.9 9	44.8 23	44.8 16			.,,,,
Fem.	%	100	0	0	18.8	47.9	33.3	4.00	4.15	.714
19. The	activity in	ncluded qu	ick strategies f	or understanding tex	ts, e.g., the AR t					
Masc.	Frq.	58	0	1 1.7	2	23	32 55.2	5.00	4.48	.655
_	% Frq.	100 48	0	1.7	3.4 9	39.7 14	55.2 24			0.4.4
Fem.	%	100	0	2.1	18.8	29.2	50.0	4.50	4.27	.844
20. The		-		AR to work on noun				area conte	nts	
Masc.	Frq. %	58 100	3 5.2	4 6.9	11 19.0	17 29.3	23 39.7	4.00	3.91	1.159
Fem.	Frq.	48	2	1	12	15	18	4.00	3.96	1.051
	% A.D	100	4.2	2.1	25.0	31.3	37.5	4.00	3.70	1.031
	Frq.	58	sai included a b	log to work with the 5	e subject through	20	26			
Masc.	%	100	1.7	8.6	10.3	34.5	44.8	4.00	4.12	1.027
Fem.	Frq.	48	0	0	13	22	13	4.00	4.00	.744
	% g AR to l	100 earn these	0 types of curric	0 ular contents seems	27.1 useful to me	45.8	27.1			
Masc.	Frq.	58	0	4	5	19	30	5.00	4.29	.899
Masc.	%	100	0	6.9	8.6	32.8	51.7	3.00	4.29	.099
Fem.	Frq. %	48 100	1 2.1	0	6 12.5	12 25.0	29 60.4	5.00	4.42	.871
	, 0	100	2.1	v	12.3	23.0	00.1			
Social Sc	iences									
22 Tha	AD activi	tri anahlad	l ma ta diagorra	r some of Spain's cu	ultumal hamitaga m	anum anta				
	Frq.	1y enabled 58	o me to discove	r some of Spain's cu	iliurai neritage iii	10	46	7 00	4.56	506
Masc.	%	100	0	0	3.4	17.2	79.3	5.00	4.76	.506
Fem.	Frq.	48	0	2	1	16	29	5.00	4.50	.744
24. Fron	% n what I s	100 aw in the v	0 video. Europe s	4.2 seems to be a contine	2.1 ent with many re	33.3 sources	60.4			
Masc.	Frq.	58	2	3	7	19	27	4.00	4.14	1.050
masc.	%	100	3.4	5.2	12.1	32.8	46.6	4.00	7.17	1.030
Fem.	Frq. %	48 100	0	3 6.3	5 10.4	24 50.0	16 33.3	4.00	4.10	.831
25. The				rstand the European						
Masc.	Frq.	58	2	1	10	19	26	4.00	4.14	.999
	% Frq.	100 48	3.4 0	1.7 0	17.2 13	32.8 17	44.8 18			
Fem.	% %	100	0	0	27.1	35.4	37.5	4.00	4.10	.805
26. The	_			the EU member cou						
Masc.	Frq. %	58 100	3 5.2	3 5.2	9 15.5	15 25.9	28 48.3	4.00	4.07	1.153
F	Frq.	48	0	1	3	22	22	4.00	125	600
Fem.	%	100	0	2.1	6.3	45.8	45.8	4.00	4.35	.699

27. The	strip of i	mages in A	AR showed info	rmation about EU	institutions, gover	rnment bodies	and symbols	in a more	eniovable	wav
Masc.	Frq.	58	1	6	7	21	23	4.00	4.02	1.051
wase.	%	100	1.7	10.3	12.1	36.2	39.7	4.00	4.02	1.031
Fem.	Frq. %	48 100	0	2 4.2	5 10.4	15 31.3	26 54.2	5.00	4.35	.838
28. Usin				ular contents seems		01.0	02			
Masc.	Frq.	58	2	3	3	15	35	5.00	4.34	1.035
	% Frq.	100 48	3.4 0	5.2 1	5.2 8	25.9 13	60.3 26			
Fem.	%	100	Ö	2.1	16.7	27.1	54.2	5.00	4.33	.834
Natural S	Sciences									
29. The	AR activi	ity taught :	me about drugs	and their main neg	ative effects for h	ealth				
Masc.	Frq.	58	1	0	9	7	41	5.00	4.50	.884
Masc.	%	100	1.7	0	15.5	12.1	70.7	3.00	4.50	.00-
Fem.	Frq. %	48 100	0	1 2.1	5 10.4	10 20.8	32 66.7	5.00	4.52	.772
30. The				naking related to co						
Masc.	Frq.	58	1	1	7	11	38	5.00	4.45	.902
	% Frq.	100 48	1.7 0	1.7 1	12.1 1	19.0 17	65.5 29			
Fem.	%	100	0	2.1	2.1	35.4	60.4	5.00	4.54	.651
	-	nages help	ed me to learn	of the importance of	of raising awarene	ess about alcol	iol, tobacco a	and drugs a	and prever	ting their
	sumption Frq.	58	0	2	5	19	32			
Masc.	%	100	0	3.4	8.6	32.8	55.2	5.00	4.40	.793
Fem.	Frq.	48	0	1	3	14	30	5.00	4.52	.714
	% AR activ	100	() d me responsibl	2.1 e behaviors regard	6.3 ing healthy life nr	29.2	62.5			
	Frq.	58	0	0	nig neartify frie pr 9	20	29	-	-	
Masc.	%	100	0	0	15.5	34.5	50.0	4.50	4.34	.739
Fem.	Frq. %	48 100	0	1 2.1	0	15 31.3	32 66.7	5.00	4.63	.606
33. The				ts or give an explai	-					
Masc.	Frq.	58	52	5	1	0	0	1.00	1.12	.378
mase.	% E	100	89.7 40	8.6	1.7	0	0	1.00	1.12	.570
Fem.	Frq. %	48 100	83.3	5 10.4	6.3	0	0	1.00	1.23	.555
34. Usin	ng AR to l	earn these		ular contents seems	s useful to me					
Masc.	Frq. %	58 100	1 1.7	1 1.7	1 1.7	11 19.0	44 75.9	5.00	4.66	.762
Б	Frq.	48	0	0	2	14	32	5.00	4.62	570
Fem.	%	100	0	0	4.2	29.2	66.7	5.00	4.63	.570
Mathema	ntios									
iviamenia	ities									
35. This	AR activ	ity has en	abled me to lear	n about or revise fi	ractions and their	terms				
Masc.	Frq.	58	1	2	5	16	34	5.00	4.38	.914
	% Frq.	100 48	1.7 1	3.4 0	8.6 6	27.6 16	58.6 25			
Fem.	%	100	2.1	Ö	12.5	33.3	52.1	5.00	4.33	.859
36. The			C 1	presentations of fra		•		nd		
Masc.	Frq. %	58 100	0	1 1.7	3 5.2	16 27.6	38 65.5	5.00	4.57	.678
Б										
Fem.	Frq.	48	0	1	2	21	24	4.50	4.42	670
	%	48 100	0	1 2.1	2 4.2	21 43.8	24 50.0	4.50	4.42	.679
	% as been ex	48 100 plained to	0	1	2 4.2	21 43.8	24 50.0			
equi	%	48 100 plained to	0	1 2.1	2 4.2	21 43.8	24 50.0	on of a nur	mber and v	work with
	% as been ex valent fra Frq. %	48 100 plained to ctions 58 100	0 me, using the 2 3.4	1 2.1 AR activity, how to 0 0	2 4.2 o order simple fra 5 8.6	21 43.8 actions, calcula 23 39.7	24 50.0 ate the fraction 28 48.3			
equi	% as been ex valent fra Frq. % Frq.	48 100 plained to ctions 58 100 48	0 me, using the 2 3.4 2	1 2.1 AR activity, how to 0 0 2	2 4.2 to order simple fra 5 8.6 3	21 43.8 actions, calcula 23 39.7 16	24 50.0 ate the fraction 28 48.3 25	on of a nur	mber and v	work with
equi Masc. Fem.	% as been ex valent fra Frq. % Frq. %	48 100 plained to ctions 58 100 48 100	0 me, using the 2 3.4 2 4.2	1 2.1 AR activity, how to 0 0	2 4.2 o order simple fra 5 8.6 3 6.3	21 43.8 actions, calcula 23 39.7 16 33.3	24 50.0 ate the fraction 28 48.3 25 52.1	4.00 5.00	4.29 4.25	vork with
Masc. Fem. 38. The	% as been ex valent fra Frq. % Frq. % AR activi	48 100 plained to ctions 58 100 48 100 ity has ena	0 me, using the 2 3.4 2 4.2 bled me to acces 0	1 2.1 AR activity, how to 0 0 2 4.2 ess a variety of con-	2 4.2 b order simple fra 5 8.6 3 6.3 tents related to fra	21 43.8 actions, calcula 23 39.7 16 33.3 actions and als 17	24 50.0 atte the fraction 28 48.3 25 52.1 o some self-a 35	4.00 5.00	4.29 4.25 exercises	.899 1.042
Masc. Fem. 38. The Masc.	% as been ex valent fra Frq. % Frq. % AR activi Frq. %	48 100 plained to ctions 58 100 48 100 ity has ena 58 100	0 me, using the 2 3.4 2 4.2 bled me to acces 0 0	1 2.1 AR activity, how to 0 0 2 4.2 ess a variety of con- 2 3.4	2 4.2 b order simple fra 5 8.6 3 6.3 tents related to fra 4 6.9	21 43.8 actions, calcula 23 39.7 16 33.3 actions and als 17 29.3	24 50.0 atte the fraction 28 48.3 25 52.1 so some self-a 35 60.3	4.00 5.00 assessment 5.00	4.29 4.25 exercises 4.47	.899 1.042 .777
Masc. Fem. 38. The	% as been ex valent fra Frq. % Frq. % AR activi	48 100 plained to ctions 58 100 48 100 ity has ena	0 me, using the 2 3.4 2 4.2 bled me to acces 0	1 2.1 AR activity, how to 0 0 2 4.2 ess a variety of con-	2 4.2 b order simple fra 5 8.6 3 6.3 tents related to fra	21 43.8 actions, calcula 23 39.7 16 33.3 actions and als 17	24 50.0 atte the fraction 28 48.3 25 52.1 o some self-a 35	4.00 5.00	4.29 4.25 exercises	.899 1.042
equi Masc. Fem. 38. The Masc. Fem.	% as been extivalent fra Frq. % Frq. % AR activities Frq. % Frq. % AR session AR session AR session AR session Frq. %	48 100 plained to ctions 58 100 48 100 ity has ena 58 100 48 100 on did not	0 me, using the 2 3.4 2 4.2 bled me to acce 0 0 0 address concep	1 2.1 AR activity, how to 0 0 2 4.2 ess a variety of con- 2 3.4 1 2.1 ts or give an explai	2 4.2 to order simple fra 5 8.6 3 6.3 tents related to fra 4 6.9 3 6.3 nation of fractions	21 43.8 actions, calcula 23 39.7 16 33.3 actions and als 17 29.3 15 31.3	24 50.0 ate the fraction 28 48.3 25 52.1 to some self-a 35 60.3 29 60.4	4.00 5.00 assessment 5.00	4.29 4.25 exercises 4.47	.899 1.042 .777
equi Masc. Fem. 38. The Masc. Fem.	% as been exvalent fra Frq. % Frq. % AR activi Frq. % AR sessic Frq. Frq.	48 100 plained to ctions 58 100 48 100 ity has ena 58 100 48 100 on did not 58	0 me, using the 2 3.4 2 4.2 bled me to access 0 0 0 address concep	1 2.1 AR activity, how to 0 0 2 4.2 ess a variety of con- 2 3.4 1 2.1 ts or give an explan	2 4.2 b order simple fra 5 8.6 3 6.3 tents related to fra 4 6.9 3 6.3 nation of fractions 0	21 43.8 actions, calcula 23 39.7 16 33.3 actions and als 17 29.3 15 31.3	24 50.0 ate the fraction 28 48.3 25 52.1 o some self-a 35 60.3 29 60.4	4.00 5.00 assessment 5.00	4.29 4.25 exercises 4.47	.899 1.042 .777
equi Masc. Fem. 38. The Masc. Fem. 39. The Masc.	% as been extivalent fra Frq. % Frq. % AR activities Frq. % Frq. % AR session AR session AR session AR session Frq. %	48 100 plained to ctions 58 100 48 100 ity has ena 58 100 48 100 on did not	0 me, using the 2 3.4 2 4.2 bled me to acce 0 0 0 address concep	1 2.1 AR activity, how to 0 0 2 4.2 ess a variety of con- 2 3.4 1 2.1 ts or give an explai	2 4.2 to order simple fra 5 8.6 3 6.3 tents related to fra 4 6.9 3 6.3 nation of fractions	21 43.8 actions, calcula 23 39.7 16 33.3 actions and als 17 29.3 15 31.3	24 50.0 ate the fraction 28 48.3 25 52.1 to some self-a 35 60.3 29 60.4	4.00 5.00 assessment 5.00 5.00	4.29 4.25 4.25 4.47 4.50	.899 1.042 .777 .715
equi Masc. Fem. 38. The Masc. Fem. 39. The Masc. Fem.	% as been ex valent fra Frq. % Frq. % AR activi Frq. % AR sessic Frq. % Frq. % Frq. % %	48 100 plained to ctions 58 100 48 100 48 100 48 100 on did not 58 100 48 100	0 me, using the 2 3.4 2 4.2 bled me to acce 0 0 0 address concep 54 93.1 44 91.7	1 2.1 AR activity, how to 0 0 2 4.2 ess a variety of con 2 3.4 1 2.1 ts or give an explan 4 6.9 4 8.3	2 4.2 b order simple fra 5 8.6 3 6.3 tents related to fra 4 6.9 3 6.3 nation of fractions 0 0 0	21 43.8 actions, calcula 23 39.7 16 33.3 actions and als 17 29.3 15 31.3	24 50.0 atte the fraction 28 48.3 25 52.1 to some self-a 35 60.3 29 60.4	4.00 5.00 assessment 5.00 5.00	4.29 4.25 exercises 4.47 4.50	.899 1.042 .777 .715
equi Masc. Fem. 38. The Masc. Fem. 39. The Masc. Fem.	% as been exvalent fra Frq. % Frq. % AR activi Frq. % Frq. % Frq. % Frq. % activi Frq. % of Frq.	48 100 plained to ctions 58 100 48 100 ity has ena 58 100 48 100 on did not 58 100 48 100 earn these	0 me, using the 2 3.4 2 4.2 bled me to acce 0 0 0 address concep 54 93.1 44 91.7 e types of curricu	1 2.1 AR activity, how to 0 0 2 4.2 ess a variety of con 2 3.4 1 2.1 ts or give an explan 4 6.9 4 8.3 ular contents seems	2 4.2 4.2 to order simple fra 5 8.6 3 6.3 tents related to fra 4 6.9 3 6.3 nation of fractions 0 0 0 s useful to me	21 43.8 actions, calcular 23 39.7 16 33.3 actions and als 17 29.3 15 31.3	24 50.0 ate the fraction 28 48.3 25 52.1 o some self-a 35 60.3 29 60.4	4.00 5.00 assessment 5.00 5.00	4.29 4.25 4.25 4.47 4.50	.899 1.042 .777 .715 .256 .279
equi Masc. Fem. 38. The Masc. Fem. 39. The Masc. Fem.	% as been ex valent fra Frq. % Frq. % AR activi Frq. % AR sessic Frq. % Frq. % Frq. % %	48 100 plained to ctions 58 100 48 100 48 100 48 100 on did not 58 100 48 100	0 me, using the 2 3.4 2 4.2 bled me to acce 0 0 0 address concep 54 93.1 44 91.7	1 2.1 AR activity, how to 0 0 2 4.2 ess a variety of con 2 3.4 1 2.1 ts or give an explan 4 6.9 4 8.3	2 4.2 b order simple fra 5 8.6 3 6.3 tents related to fra 4 6.9 3 6.3 nation of fractions 0 0 0	21 43.8 actions, calcula 23 39.7 16 33.3 actions and als 17 29.3 15 31.3	24 50.0 ate the fraction 28 48.3 25 52.1 as some self-as 35 60.3 29 60.4	4.00 5.00 assessment 5.00 5.00	4.29 4.25 4.25 4.47 4.50	.899 1.042 .777 .715
equir Masc. Fem. 38. The Masc. Fem. 39. The Masc. Fem. 40. Usin	% as been exvalent fra Frq. % Frq. % AR activi Frq. % AR session Frq. % AR session Frq. %	48 100 plained to ctions 58 100 48 100 ity has ena 58 100 48 100 on did not 58 100 48 100 earn these 58	0 me, using the 2 3.4 2 4.2 bled me to acce 0 0 0 address concep 54 93.1 44 91.7 types of curricu	1 2.1 AR activity, how to 0 0 2 4.2 ess a variety of cont 2 3.4 1 2.1 ts or give an explan 4 6.9 4 8.3 ular contents seems	2 4.2 4.2 poorder simple fra 5 8.6 3 6.3 tents related to fra 4 6.9 3 6.3 nation of fractions 0 0 0 s useful to me 4	21 43.8 actions, calcular 23 39.7 16 33.3 actions and als 17 29.3 15 31.3	24 50.0 ate the fraction 28 48.3 25 52.1 o some self-a 35 60.3 29 60.4	4.00 5.00 assessment 5.00 5.00 1.00	4.29 4.25 exercises 4.47 4.50 1.07 1.08	.899 1.042 .777 .715 .256 .279

*Frq.: Frequency; %: Percentage